DOCUMENT RESUME

ED 259 050 UD 024 319

| | |
|---|---|
| TITLE | Project Assist: Counseling, Communication and Instruction. Placement Procedures Handbook. A Systematic Method Developed for Programming Recent Immigrants in a Linguistically Comprehensible Academic Program. Title VII Demonstration Project 1981-1984. |
| INSTITUTION | Ocean View School District, Oxnard, CA. |
| PUB DATE | Aug 84 |
| NOTE | 19p.; For the Program Manual, see UD 024 318. |
| AVAILABLE FROM | Ocean View Junior High School, Oxnard, CA 93030. Manual $2.50; videotape $20.00. |
| PUB TYPE | Guides - Non-Classroom Use (055) |
| EDRS PRICE | MF01/PC01 Plus Postage. |
| DESCRIPTORS | *Bilingual Education Programs; Immigrants; Junior High Schools; *Language Proficiency; Limited English Speaking; School Counseling; *Student Evaluation; *Student Placement |
| IDENTIFIERS | *Ocean View School District CA |

ABSTRACT

This handbook outlines procedures for placing recent immigrants into linguistically comprehensible school programs at Ocean View Junior High School (Oxnard, California). First, a chart is presented which breaks down the placement process into three stages (identification, assessment, and placement) and identifies the site or person responsible at each stage. Next, the activities at each stage are outlined in greater detail, and a chart is provided which contrasts the different tracks taken by English-speaking and non-English-speaking students after taking a Home Language Questionnaire. Courses of study are then outlined for students at various levels of English proficiency. Criteria are listed for the transition of a Limited English Proficient (LEP) student to English Reading and for reclassification of the LEP as Fluent English Proficient. Finally, the placement interview form and the home language survey (English and Spanish versions) are provided. (KH)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED259050

BEST COPY AVAILABLE

# PROJECT ASSIST:

## COUNSELING, COMMUNICATION AND INSTRUCTION

## PLACEMENT PROCEDURES HANDBOOK

**(A systematic method developed for programming recent immigrants in a linguistically comprehensible academic program)**

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
V This document has been reproduced as received from the person L organization originating it.
Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

**Ocean View School District**
**2382 Etting Road**
**Oxnard, California 93033**

UD024319

# OCEAN VIEW SCHOOL DISTRICT
# TITLE VII DEMONSTRATION PROJECT
## 1981-1984

**CONTACT PERSONS:**
Maria Balderrama, Counselor
Dr. Don Hodes, Associate Superintendent
Robert D. Allen, Superintendent

**Ocean View School District**
**2382 Etting Road**
**Oxnard, California 93033**
**(805) 488-4441**

**AUGUST 1984**

# OCEAN VIEW

# PLACEMENT PROCEDURES

(A Systematic Method Developed For Programming Recent Immigrants
In A Linguistically Comprehensible Academic Program)

THIS HANDBOOK SUPPLEMENTS AND MUST BE USED IN CONJUNCTION WITH

VIDEO TAPE #1 - PLACEMENT PROCEDURES

The contents of the TITLE VII Ocean View Program Manual were developed under a grant for the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

OCEAN VIEW JUNIOR HIGH SCHOOL

ESEA TITLE VII DEMONSTRATION PROJECT

**PLACEMENT PROCEDURES**

| | | SITE/PERSON RESPONSIBLE: |
|---|---|---|
| **I.** | **IDENTIFICATION:** | |
| | A. HOME LANGUAGE ASSESSMENT QUESTIONNAIRE | SCHOOL OFFICE |
| | • Monolingual English Speaker: Schedule for appropriate testing and evaluation. | |
| | • If a language other than English is indicated: Refer to the Cross-Cultural Counseling Center for language assessment. | |
| | B. COUNSELOR INTERVIEW | CROSS-CULTURAL COUNSELING CENTER |
| **II.** | **ASSESSMENT:** | |
| | A. ORAL LANGUAGE ASSESSMENT | CROSS-CULTURAL COUNSELING CENTER |
| | • *Language Assessment Scales II - (LAS II)* | |
| | • *Student Oral Language Observation Matrix - (SOLOM)* | |
| | • Further assessment - see "C" below | |
| | B. MATHEMATICS ASSESSMENT | CROSS-CULTURAL COUNSELING CENTER |
| | • *Ocean View Junior High Math Placement Test (6)* | |
| | • *Stanford Diagnostic Math Assessment Test (7, 8)* | |
| | C. FURTHER ASSESSMENT NEEDED | CROSS-CULTURAL COUNSELING CENTER |
| | • Depending on the Oral Language Assessment, administer the following: | |
| | *1) Santillana Spanish Reading Placement Test* | |
| | *2) Harcourt-Brace Informal Reading Placement Test (6)* | |
| | *3) Nelson Reading Test (7 & 8)* | |
| | *4) Informal Reading Inventory (Silvaroli form A, Part I & II)* | |
| | *5) Macmillan Initial Placement Inventory for Reading (6, 7, 8)* | |
| **III.** | **PLACEMENT:** | |
| | A. ANALYZE TESTING DATA & RECOMMEND AN INSTRUCTIONAL PROGRAM | CROSS-CULTURAL COUNSELING CENTER |
| | B. EDUCATIONAL PROGRAM IS ESTABLISHED | COUNSELING PERSONNEL ASSIST NT PRINCIPAL |

## INTRODUCTION

The Ocean View School District philosophy indicates that it is the "Purpose of education to develop the potential of each pupil, both academic and social, to the highest degree". In accordance with this philosophy the Title VII Program at Ocean View Junior High attempts to maximize the potential of the limited-English proficient student by providing a linguistically comprehensible instructional program. It is imperative that placement in an appropriate academic program be provided for all students if indeed cognitive and affective growth is the goal. This is especially true for those students who speak a language other than English. The following information will describe and delineate the placement procedures developed for academic programming of LEP students.

Placement in an appropriate academic program will occur in three steps: 1) Identification, 2) Assessment, and 3) Placement in an appropriate educational program. Assessing academic and language skills is important because this is the method through which a student's academic needs can be identified accurately and objectively. Thus, a thorough assessment is an integral part of the placement process and will assure appropriate placement in classes.

• • •

### I. IDENTIFICATION:

All students will be given a **HOME LANGUAGE ASSESSMENT QUESTIONNAIRE** to determine if a language other than English is used in the home (see attached Form 1). If it is indicated that a language other than English is spoken in the home, the child will be referred to the Cross-Cultural Counseling Center where an assessment of skills will be made. The identification of language skills will be made informally during the Placement Interview which will be conducted in the student's preferred language (see attached Form 2). The interview will provide preliminary information regarding oral language strengths, prior formal language experiences, school history and the degree to which the primary language is used in the home.

### II. ASSESSMENT:

The diagnosis/assessment of language proficiency will begin with a series of oral language tests given to the student. Language assessment procedures and forms will address English and Spanish skills.

The LANGUAGE ASSESSMENT SCALES LEVEL II will be used to diagnose comprehension and speaking proficiency in English and Spanish. The STUDENT ORAL LANGUAGE MATRIX (SOLOM) is another assessment tool that may be utilized to confirm language proficiency. The SOLOM provides a subjective evaluation of skills based primarily on observation.

The results of these assessments will identify students according to the following categories:

A) Speaks a language other than English - exclusively (Non-English Speaking — NES)
B) Speaks a language other than English - predominantly (Limited English Speaking — LES)
C) Speaks English Predominantly - (Fluent-English Speaking — FES)
D) Speaks both languages (LES or FES)
E) Speaks English Exclusively (English Speaker — ES)

Students will be tested to determine reading levels in the primary and second languages. The following tests will be used:

1) SANTILLANA SPANISH READING PLACEMENT TEST
2) HARCOURT-BRACE INFORMAL READING PLACEMENT TEST (6)
3) NELSON READING TEST (7 & 8)
4) INFORMAL READING INVENTORY (SILVAROLI FORM A, PART I & II)
5) MACMILLAN INITIAL PLACEMENT IN[illegible]ORY FOR READING (6, 7, 8)

(Finally, an assessment of math skills will be made.) The OCEAN VIEW JUNIOR HIGH MATH PLACEMENT TEST will be used for placement of sixth (6th) graders and the STANFORD DIAGNOSTIC MATH TEST for seventh (7th) and eighth (8th) graders.

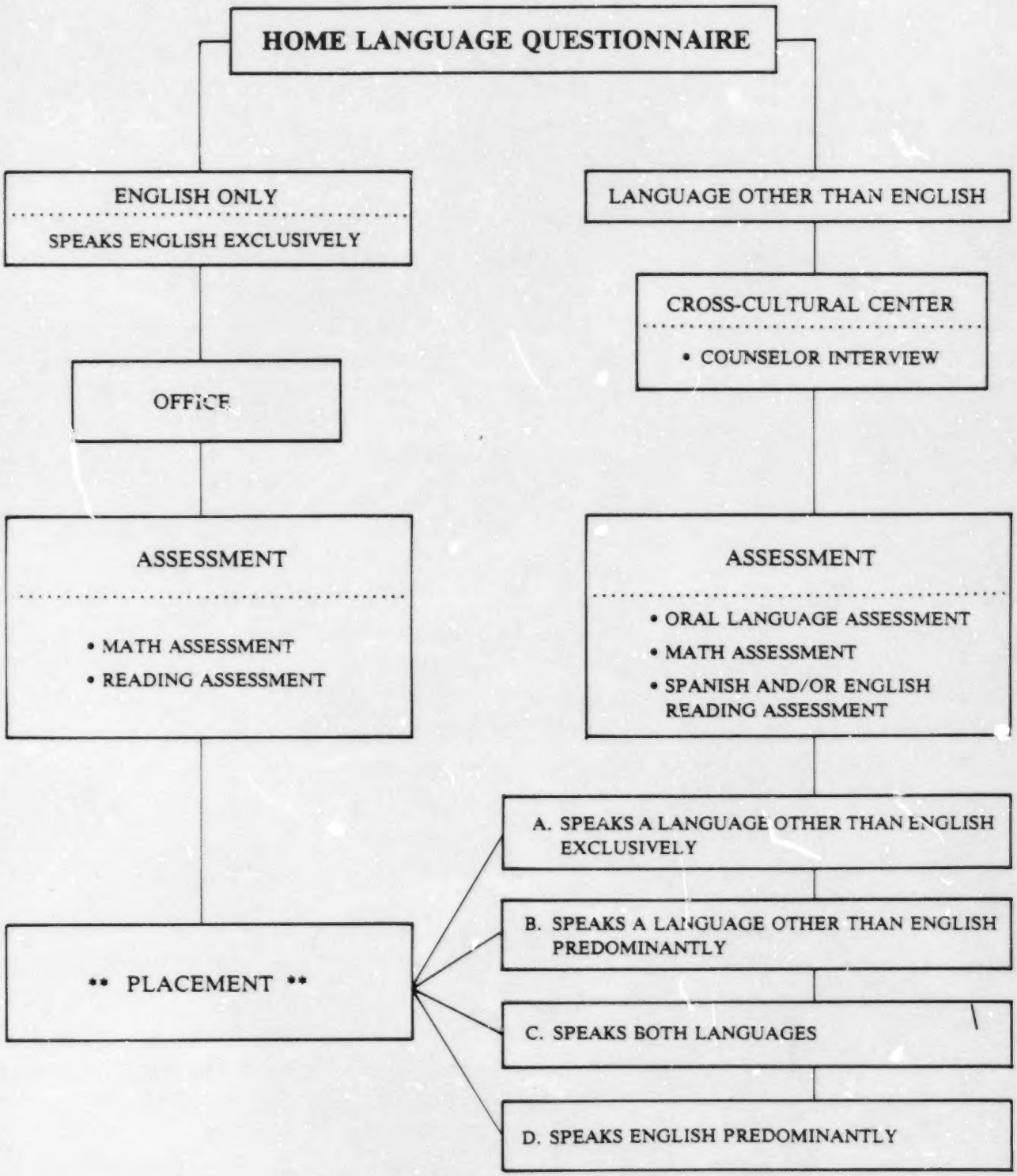
### III. PLACEMENT:

The information obtained by the assessments will facilitate placement in the appropriate instructional program. The classes selected for students are designed to:

A) meet their linguistic needs
B) expand their vocabulary and communication skills
C) upgrade their reading and writing skills
D) increase understanding of concepts in content area classes

The placement procedures previously described are a guide to assist school personnel in providing an appropriate educational program for limited-English proficient students.

LEP students who have limited academic experiences or who demonstrate minimal skills will be provided with an individualized educational program. This educational program will emphasize survival English skills to facilitate transition and adjustment to the new environment. It is recommended that these students be given an opportunity to acclimate to their new environment before they are referred for any psychological testing. Students should be observed for a minimum of one semester (18 weeks) before a referral is made. This educational program may also include guidance and counseling activities enhancing self-awareness and facilitating the transition to the new school environment.


HOME LANGUAGE QUESTIONNAIRE
ENGLISH ONLY
SPEAKS ENGLISH EXCLUSIVELY
LANGUAGE OTHER THAN ENGLISH
CROSS-CULTURAL CENTER
• COUNSELOR INTERVIEW
OFFICE
ASSESSMENT
• MATH ASSESSMENT
• READING ASSESSMENT
ASSESSMENT
• ORAL LANGUAGE ASSESSMENT
• MATH ASSESSMENT
• SPANISH AND/OR ENGLISH READING ASSESSMENT
** PLACEMENT **
A. SPEAKS A LANGUAGE OTHER THAN ENGLISH EXCLUSIVELY
B. SPEAKS A LANGUAGE OTHER THAN ENGLISH PREDOMINANTLY
C. SPEAKS BOTH LANGUAGES
D. SPEAKS ENGLISH PREDOMINANTLY

# ASSESSMENT OF LITERACY SKILLS

*A. NES - SPEAKS A LANGUAGE OTHER THAN ENGLISH EXCLUSIVELY.*

1. SPANISH READING ASSESSMENT
   - Santillana Spanish Reading Placement Test
2. ENGLISH READING ASSESSMENT
   - (NO TESTING AT THIS LEVEL)
3. MATH ASSESSMENT
   - Ocean View Junior High Math Placement Test - (Grade 6)
   - Stanford Diagnostic Math Assessment - (Grades 7 & 8)

| **7TH GRADE: (BROWN TEST):** | **8TH GRADE: (BLUE TEST):** |
|---|---|
| 0 - 5 ERRORS — 7.1 | 0 - 5 ERRORS — ALGEBRA |
| 6 - 20 ERRORS — 7.2 | 6 - 10 ERRORS — 8.1 |
| 21 - 48 ERRORS — 7.3 | 11 - 20 ERRORS — 8.2 |
| | 21 - 48 ERRORS — 8.3 |

PROGRAM FOR NES STUDENTS

**6TH GRADE:**

1. SPANISH READING
2. ESL
3. MATH
4. BILINGUAL SOCIAL STUDIES
5. BILINGUAL SCIENCE
6. PHYSICAL EDUCATION
7. ELECTIVE

**7TH/8TH GRADE:**

1. SPANISH READING
2. 2 PERIODS OF ESL
3. MATH
4. BILINGUAL SOCIAL STUDIES *OR*
   BILINGUAL SCIENCE
5. PHYSICAL EDUCATION
6. ELECTIVE

## *B. LES - SPEAKS A LANGUAGE OTHER THAN ENGLISH PREDOMINANTLY*

1. SPANISH READING ASSESSMENT
   - *Santillena Spanish Reading Placement Test*

2. ENGLISH READING ASSESSMENT
   - *Harcourt-Brace Informal Placement Test - (Grade 6)*

0 - 5 ERRORS — GROUP #1
6 - 9 ERRORS — GROUP #2
10 - 11 ERRORS — GROUP #3
12 - 14 ERRORS — GROUP #4
15 - 19 ERRORS — GROUP #5
20 - 25 ERRORS — GROUP #6
26 - 28 ERRORS — GROUP #7
29 - MORE ERRORS — GROUP #8

   - *Nelson Reading Test - (Grades 7 & 8)*

**7TH GRADE:**

SCORE OF 7.5 AND HIGHER — ACCELERATED (AC7)
SCORE OF 7.0 TO 7.4 — AVERAGE (AV7)
SCORE OF 5.8 TO 6.9 — LOW HIGH
SCORE OF 4.1 TO 5.7 — LOW MEDIUM
SCORE OF 0 TO 4.0 — LOW LOW

**8TH GRADE:**

SCORE OF 8.5 AND HIGHER — ACCELERATED (AC8)
SCORE OF 8.0 TO 8.4 — AVERAGE (AV8)
SCORE OF 5.8 TO 7.9 — LOW HIGH
SCORE OF 4.1 TO 5.7 — LOW MEDIUM
SCORE OF 0 TO 4.0 — LOW LOW

   - *Silvaroli: Form A, Part I & II (Grades 7 & 8)*
     *(Informal Reading Inventory to determine instructional reading level.)*
   - *Macmillan Initial Placement Inventory for Reading (Grades 6, 7 & 8)*

3. MATH ASSESSMENT
   - *Ocean View Junior High Math Placement Test - (Grade 6)*
   - *Stanford Diagnostic Math Assessment - (Grades 7 & 8)*

**7TH GRADE: (BROWN TEST):**
0 - 5 ERRORS — 7.1
6 - 20 ERRORS — 7.2
21 - 48 ERRORS — 7.3

**8TH GRADE: (BLUE TEST):**
0 - 5 ERRORS — ALGEBRA
6 - 10 ERRORS — 8.1
11 - 20 ERRORS — 8.2
21 - 48 ERRORS — 8.3

PROGRAM FOR LES STUDENTS

**6TH GRADE:**

1. SPANISH READING **AND/OR** TRANSITIONAL ENGLISH READING
2. ESL
3. MATH
4. BILINGUAL SOCIAL STUDIES
5. BILINGUAL SCIENCE
6. PHYSICAL EDUCATION
7. ELECTIVE

**7TH/8TH GRADE:**

1. SPANISH READING **AND/OR** TRANSITIONAL ENGLISH READING
2. 2 PERIODS OF ESL
3. MATH
4. BILINGUAL SOCIAL STUDIES **OR**
   BILINGUAL SCIENCE
5. PHYSICAL EDUCATION
6. ELECTIVE

*C. LES OR FES - SPEAKS BOTH LANGUAGES.*

1. SPANISH READING ASSESSMENT
   — *Santillana Spanish Reading Placement Test*

2. ENGLISH READING ASSESSMENT
   — *Harcourt-Brace Informal Placement Test - (Grade 6)*

0 - 5 ERRORS — GROUP #1
6 - 9 ERRORS — GROUP #2
10 - 11 ERRORS — GROUP #3
12 - 14 ERRORS — GROUP #4
15 - 19 ERRORS — GROUP #5
20 - 25 ERRORS — GROUP #6
26 - 28 ERRORS — GROUP #7
29 - MORE ERRORS — GROUP #8

— *Nelson Reading Test - (Grades 7 & 8)*

**7TH GRADE:**

SCORE OF 7.5 AND HIGHER — ACCELERATED (AC7)
SCORE OF 7.0 TO 7.4 — AVERAGE (AV7)
SCORE OF 5.8 TO 6.9 — LOW HIGH
SCORE OF 4.1 TO 5.7 — LOW MEDIUM
SCORE OF 0 TO 4.0 — LOW LOW

**8TH GRADE:**

SCORE OF 8.5 AND HIGHER — ACCELERATED (AC8)
SCORE OF 8.0 TO 8.4 — AVERAGE (AV8)
SCORE OF 5.8 TO 7.9 — LOW HIGH
SCORE OF 4.1 TO 5.7 — LOW MEDIUM
SCORE OF 0 TO 4.0 — LOW LOW

- *Silvaroli: Form A, Part I & II (Grades 7 & 8)*
  *(Informal Reading Inventory to determine instructional reading level.)*
- *Macmillan Initial Placement Inventory for Reading (Grades 6, 7 & 8)*

3. MATH ASSESSMENT
   - *Ocean View Junior High Math Placement Test - (Grade 6)*
   - *Stanford Diagnostic Math Assessment - (Grades 7 & 8)*

**7TH GRADE: (BROWN TEST):**
0 - 5 ERRORS — 7.1
6 - 20 ERRORS — 7.2
21 - 48 ERRORS — 7.3

**8TH GRADE: (BLUE TEST):**
0 - 5 ERRORS — ALGEBRA
6 - 10 ERRORS — 8.1
11 - 20 ERRORS — 8.2
21 - 48 ERRORS — 8.3

PROGRAM FOR LES/FES STUDENTS

**6TH GRADE:**

1. SPANISH READING **OR**
   TRANSITIONAL ENGLISH READING **OR**
   ENGLISH READING
2. ESL **OR** ENGLISH
3. MATH
4. BILINGUAL SOCIAL STUDIES
5. BILINGUAL SCIENCE
6. PHYSICAL EDUCATION
7. ELECTIVE

**7TH/8TH GRADE:**

1. SPANISH READING **OR**
   TRANSITIONAL ENGLISH READING **OR**
   ENGLISH READING
2. ADVANCED ESL **OR** ENGLISH (LOW LOW)
3. MATH
4. BILINGUAL SOCIAL STUDIES
5. BILINGUAL SCIENCE
6. PHYSICAL EDUCATION
7. ELECTIVE

## D. *FES - SPEAKS ENGLISH PREDOMINANTLY*

1. SPANISH READING ASSESSMENT
   — (NO TESTING AT THIS LEVEL)

2. ENGLISH READING ASSESSMENT
   — *Harcourt-Brace Informal Placement Test - (Grade 6)*

0 - 5 ERRORS — GROUP #1
6 - 9 ERRORS — GROUP #2
10 - 11 ERRORS — GROUP #3
12 - 14 ERRORS — GROUP #4
15 - 19 ERRORS — GROUP #5
20 - 25 ERRORS — GROUP #6
26 - 28 ERRORS — GROUP #7
29 - MORE ERRORS — GROUP #8

   — *Nelson Reading Test - (Grades 7 & 8)*

**7TH GRADE:**

SCORE OF 7.5 AND HIGHER — ACCELERATED (AC7)
SCORE OF 7.0 TO 7.4 — AVERAGE (AV7)
SCORE OF 5.8 TO 6.9 — LOW HIGH
SCORE OF 4.1 TO 5.7 — LOW MEDIUM
SCORE OF 0 TO 4.0 — LOW LOW

**8TH GRADE:**

SCORE OF 8.5 AND HIGHER — ACCELERATED (AC8)
SCORE OF 8.0 TO 8.4 — AVERAGE (AV8)
SCORE OF 5.8 TO 7.9 — LOW HIGH
SCORE OF 4.1 TO 5.7 — LOW MEDIUM
SCORE OF 0 TO 4.0 — LOW LOW

   — *Silvaroli: Form A, Part I & II (Grades 7 & 8)*
   *(Informal Reading Inventory to determine instructional reading level.)*
   — *Macmillan Initial Placement Inventory for Reading (Grades 6, 7 & 8)*

3. MATH ASSESSMENT
   — *Ocean View Junior High Math Placement Test - (Grade 6)*
   — *Stanford Diagnostic Math Assessment - (Grades 7 & 8)*

**7TH GRADE: (BROWN TEST):**
0 - 5 ERRORS — 7.1
6 - 20 ERRORS — 7.2
21 - 48 ERRORS — 7.3

**8TH GRADE: (BLUE TEST):**
0 - 5 ERRORS — ALGEBRA
6 - 10 ERRORS — 8.1
11 - 20 ERRORS — 8.2
21 - 48 ERRORS — 8.3

PROGRAM FOR FES STUDENTS

**6TH GRADE:**

1. TRANSITIONAL ENGLISH READING **OR** ENGLISH READING
2. ENGLISH
3. MATH
4. BILINGUAL SOCIAL STUDIES **OR** SOCIAL STUDIES
5. BILINGUAL SCIENCE **OR** SCIENCE
6. PHYSICAL EDUCATION
7. ELECTIVE

**7TH/8TH GRADE:**

1. TRANSITIONAL ENGLISH READING **OR**
   ENGLISH READING **OR**
   RESEARCH & DEVELOPMENT
2. ENGLISH
3. MATH
4. BILINGUAL SOCIAL STUDIES **OR** SOCIAL STUDIES
5. BILINGUAL SCIENCE **OR** SOCIAL STUDIES
5. PHYSICAL EDUCATION
6. ELECTIVE

## *E. ES - SPEAKS ENGLISH EXCLUSIVELY*

1. SPANISH READING ASSESSMENT
   — (NO TESTING AT THIS LEVEL)
2. ENGLISH READING ASSESSMENT
   — *Harcourt-Brace Informal Placement Test - (Grade 6)*

0 - 5 ERRORS — GROUP #1
6 - 9 ERRORS — GROUP #2
10 - 11 ERRORS — GROUP #3
12 - 14 ERRORS — GROUP #4
15 - 19 ERRORS — GROUP #5
20 - 25 ERRORS — GROUP #6
26 - 28 ERRORS — GROUP #7
29 - MORE ERRORS — GROUP #8

— *Nelson Reading Test - (Grades 7 & 8)*

**7TH GRADE:**

SCORE OF 7.5 AND HIGHER — ACCELERATED (AC7)
SCORE OF 7.0 TO 7.4 — AVERAGE (AV7)
SCORE OF 5.8 TO 6.9 — LOW HIGH
SCORE OF 4.1 TO 5.7 — LOW MEDIUM
SCORE OF 0 TO 4.0 — LOW LOW

**8TH GRADE:**

SCORE OF 8.5 AND HIGHER — ACCELERATED (AC8)
SCORE OF 8.0 TO 8.4 — AVERAGE (AV8)
SCORE OF 5.8 TO 7.9 — LOW HIGH
SCORE OF 4.1 TO 5.7 — LOW MEDIUM
SCORE OF 0 TO 4.0 — LOW LOW

— *Silvaroli: Form A, Part I & II (Grades 7 & 8)*
*(Informal Reading Inventory to determine instructional reading level.)*
— *Macmillan Initial Placement Inventory for Reading (Grades 6, 7 & 8)*

3. MATH ASSESSMENT
— *Ocean View Junior High Math Placement Test - (Grade 6)*
— *Stanford Diagnostic Math Assessment - (Grades 7 & 8)*

**7TH GRADE: (BROWN TEST):**
0 - 5 ERRORS — 7.1
6 - 10 ERRORS — 7.2
21 - 48 ERRORS — 7.3

**8TH GRADE: (BLUE TEST):**
8 - 5 ERRORS — ALGEBRA
6 - 10 ERRORS — 8.1
11 - 20 ERRORS — 8.2
21 - 48 ERRORS — 8.3

PROGRAM FOR ES STUDENTS

**6TH GRADE:**

1. ENGLISH READING
2. ENGLISH
3. MATH
4. SOCIAL STUDIES
5. SCIENCE
6. PHYSICAL EDUCATION
7. ELECTIVE

**7TH/8TH GRADE:**

1. ENGLISH READING **OR** RESEARCH AND DEVELOPMENT
2. ENGLISH
3. MATH
4. SOCIAL STUDIES
5. SCIENCE
6. PHYSICAL EDUCATION
7. ELECTIVE

The following criteria are recommended for transitioning an LEP student to English Reading and for reclassifying the LEP student as FEP (Fluent English Proficient).

## I. CRITERIA FOR TRANSITION TO ENGLISH READING

1. ENGLISH ORAL LANGUAGE PROFICIENCY: FES SCORE (Level 4 or 5) on LAS II (English)
2. 3.5 GRADE LEVEL EQUIVALENT IN SPANISH READING
3. MASTERY OF LEVEL III ON IDEA KIT
4. AUDITORY COMPREHENSION - (SILVAROLI READING PASSAGE - LEVEL III)
5. TEACHER CONSENSUS WITH ENGLISH TEACHER, BILINGUAL READING SPECIALIST AND/OR BILINGUAL SPECIALIST
6. PARENT NOTIFICATION

## II. CRITERIA FOR RECLASSIFICATION TO FEP

1. FES SCORE (LEVEL 5) ON LAS II (ENGLISH)
2. 36% TILE OR ABOVE ON TOTAL READING BATTERY OF THE CAT - LEVEL 14
3. PASS THE COMPOSITION SECTION OF THE OVJH COMPETENCY TEST
4. PASS THE MATH SECTION OF THE OVJH COMPETENCY TEST
5. APPRAISAL TEAM RECOMMENDATION
6. PARENT NOTIFICATION

## PLACEMENT INTERVIEW

NAME _____ DATE _____

GRADE _____ AGE _____ BIRTHDATE _____

NEW STUDENT _____ RETURNING STUDENT _____

INTERVIEWER _____

LANGUAGE OF INTERVIEW _____

### LANGUAGE USAGE

A. _____ First Language learned by student.

B. _____ Language preferred by student.

C. _____ Language most frequently used by student at home.

D. _____ Language most frequently used by parents with child.

E. _____ Language most frequently used by parents at home.

F. _____ Language used by student with brothers/sisters, at home.

G. _____ Language used by student with friends.

H. _____ Language used by student with bilinguals.

### FORMAL LANGUAGE BACKGROUND

A. Did you speak English when you started school in the United States?

_____ YES _____ NO

B. Have you studied English in School? _____ YES _____ NO

How Long? _____

C. Have you been in ESL or Bilingual classes? _____ YES _____ NO

D. Have you studied Spanish (native language) in school?

_____ YES _____ NO

How Long/Where? _____

MB:et
06-82

## OCEAN VIEW SCHOOL DISTRICT

NAME OF STUDENT _____ SCHOOL _____
LAST FIRST MIDDLE

GRADE _____ AGE _____ TEACHER _____ DATE _____

### HOME LANGUAGE SURVEY

The California Education Code requires schools to determine the language(s) spoken at home by each student. This information is essential in order for schools to provide meaningful instruction for all students.

Your cooperation is asked in helping us meet this important requirement. Please answer the following questions and have your child return this form to his/her teacher. Thank you for your help.

1. Which language did your son or daughter learn when he or she first began to talk? _____
2. Which language does your son or daughter use most frequently at home? _____
3. What language do you use most frequently to speak to your son or daughter? _____
4. Name the language most often spoken by the adults at home. _____

_____
SIGNATURE OF PARENT OR GUARDIAN

## DISTRITO ESCOLAR DE OCEAN VIEW

NOMBRE DEL ALUMNO: _____ ESCUELA _____
APELLIDO PRIMERO SEGUNDO

GRADO _____ EDAD _____ MAESTRO (A) _____ FECHA _____

### ESTUDIO DEL IDIOMA DEL HOGAR

El Código de Educación de California requiere que las escuelas determinen el idioma que se habla en el hogar de cada estudiante. Esta información es esencial para que las escuelas puedan proporcionar instrucción necesaria a todos los estudiantes.

Les pedimos su cooperación en ayudarnos a cumplir este requisito importante. Por favor conteste las siguientes preguntas y haga que su hijo/a devuela esta forma a su maestro/a. Gracias por su ayuda.

1. ¿Cuál idioma aprendió su hijo/a cuando empezó a hablar? _____
2. ¿Cuál idioma usa principalmente su hijo/a cuando conversa en la casa? _____
3. ¿Cuál idioma usa usted con más frecuencia cuando habla con su hijo/a? _____
4. ¿Cuál idioma se habla con más frecuencia en casa? _____

_____
FIRMA DEL PADRE O GUARDIAN